

English

Genre: Non Chronological Report and Poetry – Really Looking

Key Texts: The Great Fire of London. The Queen's Hat

We will be learning to:

- Identify the features of non-fiction books.
- Use contents pages/menus and alphabetically ordered texts, for example dictionaries, encyclopaedias, indexes, directories.
- Examine texts to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a glossary, dictionary or encyclopaedia.
- Capture language ideas and learning to use and apply in the writing phase.
- Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate.
- To maintain consistency in non-narrative, including purpose and past tense.
- Create an alphabetically ordered dictionary or glossary of special interest words for the information text.
- Plan, draft, edit and review.
- Hear and read a range of poems where the writer is responding to some closely observed or recalled experience.
- Perform some of the poems, individually or together, using actions and sound effects where appropriate to add to the poems' meaning.
- Capture language ideas and learning to use and apply in the writing phase.
- Identify and display the key features of the poetry discussed.
- Focus on imaginative and adventurous language choices, further developing children's vocabulary.
- Explore and write simple poetry or short prose texts which describe some closely observed first-hand experience.
- Focus on adventurous language and its effective use, without necessarily being constrained by particular poetic forms or rhyme.

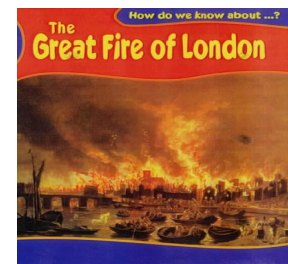
You can help your child by:

Read with your child frequently and complete given homework as this supports the work we are doing in school. Make use of Active Learn to support reading at home. <https://www.activelearnprimary.co.uk>

Year 2 Autumn 2

Fire, Fire!

Why are houses made from brick?



Maths

Focus: Money and Multiplication and Division

We will be learning to:

- Recognise and use symbols for pounds (£) and pence (p), combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

You can help your child by:

Complete given homework as this supports the work we are doing in school. Make use of everyday maths opportunities such as counting coins, spotting odd and even numbers and playing card games such as higher or lower. Make use of Times Tables Rocks Stars <https://ttrockstars.com/>

Science

Focus: Materials

We will be learning:

- To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

You can help your child by:

- Point out different materials in the home environment and how it suits its purpose. E.g. waterproof
- Go on a material hunt. Can the children find any items made from one than one material?
- Investigate how materials can be changed through force. Play Doh is great for this!
- Why not follow a recipe such as making bread to link with our history work.



PE

Focus: Games and Dance

We will be:

- Developing our throwing and catching skills and participating in team games such as dodgeball and matball. We will be developing tactics for attacking and defending
- Exploring basic actions with some control and coordination
- Responding to stimuli using dance actions.
- Perform a movement phrase in a controlled manner with a beginning, middle and end.
- Learning the importance of a warm up and cool down.

You can help your child by:

- Allowing your child to become independent with dressing themselves.
- Why not sign up for an after school club this term like Dodgeball or Football?
- In term 2 we will be swimming so it would be great if you could take your child to the swimming pool to build their water confidence.



Art

Focus: Drawing using line and tone

We will be learning:

- Create tints and tones using light and dark
- To layer different media tools (e.g. pencils, rubbers)
- Draw for a sustained period of time from the figure and real objects.
- Discuss use of shadows, use of light and dark.
- Experiment with the visual elements; line, shape, pattern and colour

You can help your child by:

- Encourage your child to be creative at home. Do observational drawings.
- Research different artists.



RE



Theme: Christmas – Jesus as a gift from God

Concept: Incarnation

Key question: Why do Christians believe God gave Jesus to the world?

Religion: Christianity

We will be learning:

- To reflect on the Christmas story and the reasons for Jesus' birth
- Is God important to everyone?

You can help your child by:

- Showing respect to different religions.

PHSE



Theme: Celebrating Difference

We will be focusing on:

- Assumptions and stereotypes about gender
- Understanding bullying
- Standing up for self and others
- Making new friends
- Gender diversity
- Celebrating difference and remaining friends

You can help your child by:

- Encourage your child to reflect on their school day and talk about their feelings.

History

Focus: The Great Fire of London

We will be learning:

- I can identify similarities and differences between ways of life today and 1666 and I understand why changes have been made to houses.
- I can use wide vocabulary of everyday historical terms.
- I can ask and answer questions about the past and explain my answer.
- I understand different ways we find out about the past. E.g. diary entries, paintings.
- I can use a range of sources to learn about the past.
- I recognise why people did things, why events happened, and what happened as a result.
- I can recount the main events from a significant event in history. (Where the fire started, how it happened, who was to blame, how long it lasted).
- I can look at evidence to give reasons and explain why people in the past may have acted in the way they did.
- Fit people/events (6) into a chronological framework.

You can help your child by:

- Can you help your child make a family timeline to show important family dates?
- Can you help your child to find out more about the fire of London through library books or the internet?
- [Learn more about the fire using these game: http://www.fireoflondon.org.uk/game/](http://www.fireoflondon.org.uk/game/)

Music



We will be learning to:

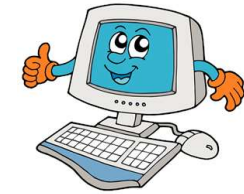
- Use our voices expressively and creatively by singing songs and speaking chants and rhymes.
- Learn to play the recorder and recognise simple notes.
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.
- Compose studying the composer, Handel.

You can help your child by:

- Encouraging your child to be musical at home. Use junk materials to make your own instruments and sing songs.



Computing



Focus: Taking and digitally enhancing photographs

We will be learning to:

- Consider the technical and artistic merits of photographs
- Use a digital camera or camera app take digital photographs.
- Review and reject or pick the images they take.
- Edit and enhance their photographs.
- Select their best images.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content to produce a seasonal calendar.
- Use technology safely and respectfully, keeping personal information private and identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

You can help your child by:

Remind your child to use technology safely. Remember to make use of Active Learn to support your child's reading, Times Tables Rock Stars to support Maths and Purple Mash to support all curriculum work. Every child in our school has a unique login to allow them to access a wealth of free fun educational resources to support their learning experience.

Children's logins can be located on their reading folder.



<https://www.purplemash.com/sch/listerinf>

<https://www.activelearnprimary.co.uk>

<https://ttrockstars.com/>

Research Questions

Here are some questions you may wish to research with your child to support our topic this term

Why did it take so long for the Great Fire to stop?

What changes happened as a result of the Great Fire of London?

Can you research a famous inventor who has developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam?



Further details of our curriculum can be found on the school website <https://listerinfants.org.uk/curriculum/>